

Brownsville Independent School District
El Jardin Elementary
2016-2017 Campus Improvement Plan



Mission Statement

The Mission of El Jardin Elementary is to educate all students to become critical thinkers by providing a strong foundation towards a college bound future.

Vision

Academic Excellence for all Students

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at EL Jardin Elementary School is approximately 770 students in grades 3 year old program through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: 98.7% Hispanic, .8% White, .5% African American, 98.7% Economically Disadvantaged, 58.1% Limited English Proficient (LEP), .023% Migrant, 2.3% Gifted and Talented, 8.8% Special Education. Enrollment numbers for EL Jardin Elementary School have shown to be steady for the last two years. The mobility rate for the campus last year was 24.8%. A total of 562 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: All students 6.8% At-Risk students 6.5%. The Attendance Rates for the 2013-2014 school year was 97 % for all students and 96.7% for at-risk students.

El Jardin Elementary School views demographics data on a daily basis. One of the main focuses of data is daily attendance and At-Risk student data. Once attendance is taken on a daily basis, we view our average daily attendance to see if we met our attendance goals. Administration, counselors and teachers review student data from ESchools, student PRCs, Eduphoria-and AWARE program generated reports. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure that absences are excused. If students are consistently absent we make sure to conference with parents. We follow our district policy afterward. Counselors ensure student coding is correct including ethnicity, economically disadvantage, CTE, GT, and At-Risk. The special education department ensures all special education students are also coded correctly. The 504/dyslexia program ensures student data is updated yearly. The PEIMS administrator oversees that all departments and special program departments verify and check student demographic data. Once students are identified as At-Risk, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. Procedures for overseeing demographic concerns include verifying daily attendance, verifying after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

1. **Data Sources Reviewed:** The following sources provided valuable data for Demographics in regards to the identification of needs:

- PEIMS Demographic Reports
- Student PRCs
- LPAC Special Programs Folders
- Student IEPs
- eSchools
- Eduphoria-Aware

- AEIS Report
- School Report Card
- PBMAS
- PEIMS Demographic Data by Subgroup
- Average Daily Attendance Reports
- Weekly Attendance Reports
- At-Risk Student Identification Reports
- Tutorial Attendance Reports

Demographics Strengths

El Jardin Elementary is primarily Hispanic

Student tutorial attendance is high

Enrollment has been steady

Student-Teacher Ratio

Less students testing in Spanish, more students testing in English

Reports readily available

Availability State Compensatory Funds for At-Risk Students

Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency

Demographics Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

1. Attendance need to be monitored in order to improve student attendance. **G4-2 #1**
2. Increase attendance rates through student motivational activities such as perfect attendance awards and prize drawings. Also, in an effort to increase student attendance, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance

requirements. **G4-2 #2**

3. Parent Liaison will monitor attendance daily to meet the district attendance goal of 97.5%. **G7 # 5**

4. Identification of students needs will be priority at El Jardin to address student's needs and strengths. **G6 #1, G7 1-2**

To best support campus efforts and meet the identified needs at the District and Campus level: activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Student Achievement

Student Achievement Summary

El Jardin Elementary student achievement profile is as follows:

3rd grade

Reading 63% Level II Phase II

Math 62% Level II Phase II

4th grade

Reading 70% Level II Phase II

Math 77% Level II Phase II

Writing 54% Level II Phase II

5th grade

Reading 63% Level II Phase II

Math 77% Level II Phase II

Science 64% Level II Phase II

The trends identified when students performance scores were compared over a period of two years demonstrate that students are slowly increasing their performance on state assessments.



Critical to the academic success of El Jardin Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting the state's student expectations and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, benchmarks, and practice state assessment exams. Administrators, and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk. The SBDM meets to disaggregate assessment data and discuss campus needs. Administration, and teachers evaluate student achievement history by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program. Administration analyzes trends in student achievement by evaluating test history by special population groups. Teachers disaggregate their student data to identify the strengths and weaknesses of their students and also to determine which objectives could have been taught differently or more in-depth to produce better results.

1. **Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- AEIS Report
- AYP Report
- STAAR Summary Report-Group Performance
- Eduphoria! Aware
- TELPAS and AMAOS Results
- Stanford and Aprenda Results
- Tejas Lee/TPRI - BOY/MOY/EOY Scores
- Progress Monitoring
- Promotion/Retention Rates
- Campus/District Benchmarks

Student Achievement Strengths

Content area tutorials made available to students

Disaggregate Data by subgroups, grade levels and contents

Weekly grade level meetings to discuss student progress

Data Analysis (Item analysis is done by each teacher for each benchmark)

Student Achievement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

1. Train, update and inform teachers on Bilingual Education in order to decrease the ELL Student Achievement Gap and enable them to exit the Bilingual Program as early as the end of 1st grade. **G1 # 5**
2. Administer weekly assessments (including fluency) that are correlated to the TEKS, Readiness and Supporting Standards, and STAAR Blueprints. **G1 # 2, 3,4**
3. Assessment Scores (such as benchmarks and state assessments) improved by providing individualized instruction and provide before school and after school tutorials for at-risk students in which supplies, materials and equipment will be purchased. **G1 #9, 11, G3 #3**
4. Three- Year old Teacher will attend trainings, staff development and campus grade level meetings in order to effectively increase readiness in Reading and Math concepts. **G1 #17**
5. Migrant and PFS students will be provided on a as per need basis with educational supplies/resources needed in order to enhance their academic achievement. **G7 #2 #3**
6. All teachers, including Special Education will provide instruction following the district's Scope and Sequence as all TEKS will be taught in order make progress in all areas. **G1 #5, 8, 9, 11,12**
7. Teachers will attend Trainings (SIOP, ELPS, TELPAS) in order to decrease At-Risk percentages. Teachers will provide academic support with research-based interventions for students struggling academically and will increase the percentage of English proficiency by providing research-based ESL strategies. **G1 #1**
8. Students in special programs will improve District and State Exam scores by individualizing instruction according to the segregation of data. **G1 #2, 3, 4, 5, 10, 11**
9. Increase Reading assessment scores among LEP, At-Risk, and Economically Disadvantage Students. Teachers will be trained through Dean of Instruction and Curriculum Specialist on how to identify students in these categories. Teachers will monitor closely students who are in these subpopulations. Teachers will monitor academic performance through daily assessments, grades, attendance, and comprehensive unit assessments. **G1 #2, 3, 4, 5, 10, 11**
10. Supplies will be provided to the Three Year Old Program to support instruction in the Classroom. **G1 #17, G1 #21**

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2016-2017 Campus Improvement Plan.

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a daily basis to discuss matters related to providing positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

1. **Data Sources Reviewed:** The following sources provided valuable data for School Culture and Climate in regards to the identification of needs:

- Campus Survey
- Open communication with faculty and staff
- Parent Meetings
- SBDM Committee
- Campus Committees
- Lead Teacher Meetings
- Parent Conferences
- Feedback data
- Walkthrough data
- Open house meetings
- Faculty Meetings
- Grade Level Meetings

School Culture and Climate Strengths

Teachers and Administrators meet on a weekly basis

Teachers and Administrators achieve a level of collegiality in which positive dialogue is exchanged that creates a positive environment

Professional working relationships with all members of the campus.

Active SBDM and campus committees

Campus Shared Vision and Philosophy

School Culture and Climate Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed:

1. Discipline trainings will be provided to all staff members in order to reduce discipline referrals and in turn decrease instructional time redirecting or writing referrals. **G5 #1**
2. Administration will help guide and monitor planning in order for curriculum to be aligned and provide consistency in procedures and expectations through grade level planning meetings, Longhorn Planning and after school meetings. **G1 # 8**
3. In order to recruit community representation, the campus will invite community members and provide community presentations. **G6 #6**

To best support campus efforts and meet identified needs at the District and Campus level: activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. El Jardin Elementary interviews teachers deemed highly qualified through the district's hiring criteria. The hiring committee then discusses and assists in making the decisions as to whom to hire, when vacancies are present. In addition, administrators conduct weekly walk throughs to observe and assess the quality of teachers. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T TESS timelines are followed throughout the school year. Teacher T TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

In addition, campus administration will analyze a variety of reports in order to recognize the strengths and weaknesses of our staff make-up. Administration also consults with certified, district personnel specialists. Through the ERO, a campus report listing is generated in order to analyze the various trainings teachers have attended and is used to refer to when determining which teachers need a particular training.

1. **Data Sources Reviewed:** The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

- AEIS Report
- SBEC Certification Online Search
- District Winocular
- Campus faculty/staff duty list
- Teacher failure rate reports
- PDAS and other staff effectiveness data
- Walk-throughs
- Master Schedule
- ERO Teacher Transcript
- Teacher Certification/ Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff effectiveness in relation to student data

Staff Quality, Recruitment, and Retention Strengths

- - Highly qualified teachers and paraprofessional
 - Address teachers needs
 - Student/Teacher Ratio
 - Teacher experience- 15-25 years

- Teachers receiving district mandated trainings
- Teachers involved in the hiring process

Staff Quality, Recruitment, and Retention Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. All teachers on campus need to be bilingually certified in order to meet the needs of the high number of bilingual students. **G1 #21**
2. Recruit Highly-Qualified Teachers with experience to provide students with a variety of expert teachers. **G1 #18**
3. Different opportunities of Professional Development will be provided to all highly-qualify teachers and paraprofessionals. **G1 # 1**
4. Provide appropriate support and training through campus Dean of instruction and TLI Teacher Specialist to ensure that all teachers' needs are being met. **G3 #2, G1#1**

To best support campus efforts and meet identified needs at the District and Campus level: activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, Assessment are one of the most important aspects of the campus. Decisions are made everyday regarding Curriculum, Instruction and Assessment. El Jardin implements district curriculum initiatives and assessments as required by the state of Texas. El Jardin bases all of its instruction from the Texas Essential Knowledge and Skills (TEKS) and the districts' mandatory "Frameworks" preparing students for state assessments. El Jardin Administrators and teachers plan lessons consistently. Facilitator and Curriculum Specialist will provide teachers with instructional resources and professional development opportunities. A campus professional development calendar is sent out on a weekly basis to faculty and staff. Teacher evaluations are reviewed and discussed by campus administration. BISS Professional Development Calendar is consistently reviewed by Campus Facilitator for relevant and required staff development. STAAR scores will be obtained and posted on the CIP for review with SBDM members to use in the campus decision-making process for teacher assignments and budget. Teacher grade-level agendas and minutes are sent to campus principal for review. El Jardin administrators, and grade-level teacher's guide and mentor new teachers. When new curricula are introduced, El Jardin allots time for teachers to dissect and explore its contents and plan for instruction. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Classroom resources used include district adopted resources and content based resources (such as subscriptions) purchased by campus in order to meet each teacher's curricular needs.

1. **Data Sources Reviewed:** The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- STAAR Scores
- TELPAS Scores
- District Benchmark scores
- Unit exams
- Vertical Alignment Meetings
- AEIS Report
- District Adopted Curriculum
- TEKS
- Lesson Delivery
- Class/School/ Special Programs Schedule
- STAAR Blueprints
- Horizontal and Vertical Alignment
- Differentiated Instruction for all students
- Campus/District Benchmarks
- Tejas Lee/TPRI Reports

Curriculum, Instruction, and Assessment Strengths

Teacher fidelity to BISD curriculum, textbook adoption and use of all district adopted materials

Supplemental resources

Curriculum aligned with TEKS and state assessments

Collaboration among administrators and teachers

Computers available to all students

Teacher built assessments and benchmarks

Student Tutorial attendance

Three Computer Labs accessible to all students

Curriculum, Instruction, and Assessment Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Provide Professional Development on TEKS and any academic needs to teachers and staff to build awareness on what needs to be taught per grade level and ensure teachers are targeting the proper TEKS. **G1 #1, G3 #2**
2. Grade level and Longhorn Planning will be implemented and monitored by administration. Teachers must analyze and become proficient with the STAAR Blue Prints in order to plan, access and analyze curriculum. **G1 #8**
3. Administration must closely monitor that teachers are teaching at a high level of Bloom's Taxonomy by following the TEKS. Administration will purchase supplies in order to support instruction. **G1 #9**
4. Teachers will be trained on the District's Response to Intervention procedures so that teachers are aware of the steps needed for students who are struggling academically. **G1 #1, 6**
5. Teachers will be expected to follow curriculum by utilizing effective classroom resources. The expectation of delivery of instruction using DOK in order to meet STAAR Standards. **G1 #9, 3**

To best support campus efforts and meet identified needs at the District and Campus level: activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

At El Jardin Elementary there is an open door policy for parents and community members which is our commitment to involve parents and community members in students' education. Parents and community are invited to monthly meetings in which all are informed of various topics from campus and district issues to parental trainings. An agenda is created and followed as to cover pertinent information on campus issues and policies. Surveys are conducted in order to receive parental and community feedback. 100% of the parents participating in the survey did receive a copy of the Parent/Teacher/Student Compact, 80% of the parents feel they had been given the opportunity to be a volunteer in the school, 100% of the parents believe their child's classroom is a positive learning environment and 100% of the parents feel well-informed by the school and the School District. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee.

1. **Data Sources Reviewed:** The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:
 - Family and Community Participation counts
 - Parent Surveys
 - Open House
 - Career Day
 - Home visits by parent liaison
 - Parent Activities
 - Title One parent meetings
 - Parent Newsletters
 - Parent Conferences
 - Parent Literacy Awareness through TLI Grant

Family and Community Involvement Strengths

Campus has an active parent center

Parent Liaison is highly visible and involved with parents

Counselors have individual counseling sessions for students and parents

Parent participation in ARDs

El Jardin Elementary invites parents to Meet the Teacher Day

Family and Community Involvement Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed:

1. Increase the number of Parent Volunteers/Community Partners by hosting different events and inviting them to be a part of the El Jardin Family. **G7 #3, 4, 6, 8**
2. Through the School Messenger, make phone calls to invite parents prior to Open House to increase parental participation at El Jardin. **G7 #7**
3. Hold and ensure significant participation in weekly Parental Involvement meetings by communicating with the Parents and community members. **G7 #6**

To best support campus efforts and meet identified needs at the District and Campus level: activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2016-2017 Campus Improvement Plan.

School Context and Organization

School Context and Organization Summary

Campus Administration meets in the beginning and at the end of the year to discuss instructional adjustments, reorganization considerations, general areas of improvement and recommendations for processes and procedures that would improve the school climate and organizational structure. Grade Level meeting will take place at least once a week, to make sure all of the students/teachers needs are met. El Jardin Elementary will have a master schedule for all teachers to follow. SBDM meets monthly to discuss and analyze relevant School Context and Organization data and to set annual goals. Each committee meeting meets monthly and presents report during SBDM. Teacher feedback is also taken into consideration.

1. **Data Sources Reviewed:** The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- Master Schedule
- Department Meetings
- Team Meetings
- School Counselor Feedback
- Parent conferences
- Staff Meetings
- Duty Rosters
- After school Programs
- Mentorships
- SBDM Processes
- Inclusion Schedule
- Website
- Faculty/Staff Duty Rosters
- Campus Handbook
- School Map
- School Safety
- Campus Communication: Formally and Informally

School Context and Organization Strengths

Breakfast in a Bag

Effective SBDM Committee

Effective School Safety

School Structure- Campus Map readily available

School context systems in place

Able to change and reorganize systems to accommodate students' needs

School Context and Organization Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:

1. Increase the number of students participating in extracurricular activities. **G2 #2**
2. Ensure that teachers and professional staff attend duty stations regularly in order to supervise students by monitoring duty schedule. **G5 #5**
3. Improve master schedule to allow students more time for classroom instruction. **G1 #9**
4. Reorganize special programs schedules so that more time is allotted for instruction. **G1 #9, G2 #1**

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2016-2017 Campus Improvement Plan.

Technology

Technology Summary

The technology committee met several times and looked at the STaR Chart, Fixed Assets Report, the results of the Staff/Student/Parent Technology Survey of needs along with the current hardware and software being utilized across grade level at the campus. The Technology teacher was able to provide input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. El Jardin Elementary currently uses iStation, Think Through Math and Living With Science. A grid was designed to outline the expectations per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results. Three computer labs are made accessible in order to provide student instruction and allow for learning technology skills and practice. Every fifth grade student has a laptop for a total of 4 COWS and 1 COW (with iPads) for Pre Kinder students.

1. **Data Sources Reviewed:** The following sources provided valuable data for Technology in regards to the identification of needs:

- STaR Chart
- Technology Hardware and Software
- Fixed Assets Report
- Technology TEKS
- Staff/Parent/Student survey on technology needs
- Technology Plan
- Technology Professional Development Opportunities
- Teacher Interviews

Technology Strengths

Effective technology programs that improve academic performance

Scanners in Offices of Principal, Instructional Facilitator, Assistant, Secretary and TST

School Website

Three full computer labs for students to utilize

Computer access for students in all classrooms

COW's for all 5th grade students

ipads for Pre Kinder and Kinder students

Technology Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Technology areas of improvement would be addressed:

1. Purchase up-to-date models of computers, labtops Elmos, Projectors, headphones, printers and ink in order to stay updated with technology and ensure that we have the best technology available to our students and teachers. **G8 #5**
2. New software that is in line with current TEKS will be purchased. **G1 #3**
3. Professional development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. **G8 #1**
4. The technology integration into classroom instruction by teachers and students will be increased during and after school tutorials. **G8 #1, 3**

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, college/career ready, and are responsible, independent citizens.

Performance Objective 1: El Jardin Elementary will provide educational opportunities for all students to prepare them for the future. Students will increase STAAR Level II performance by 40% in all groups. Increase Level III performance by 20% through the use of textbooks and supplementary resources.

Summative Evaluation: STAAR testing results in Index I will be used to determine mastery of assessed objective.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Professional Development in the areas below will be provided and attended by all highly-qualify teachers in order to implement them in their classrooms.</p> <p>*ELPS * Language Arts, Math, Science and Social Studies. * DOK * Research based interventions activities for RTI * 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum * ELAR/SLAR (English/Spanish Language Arts & Reading)TEKS * SIOP, ELPS and TELPAS Trainings in order to effectively use strategies for ELL students.</p> <p>Population - All staff members Timeline - August 2016-May 2017 CNA page 10, 14 and 16</p> | 1, 4 | Administration Teachers Counselor Dean of Instruction | Formative: Agendas Sign in ERO Summative: STAAR Scores | | | | |
| Funding Sources: Local - \$1150.00, Local - \$50.00, Local - \$1308.52, Local - \$393.00, Local - \$27.00 | | | | | | | |

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| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>2) Teachers in Pre-Kindergarten through third grade will implement phonemic awareness strategies in order to improve TPRI Tejas LEE scores. Pre-K- 3rd Grade teachers, including special education, will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement.</p> <p>Population - All students Timeline - Aug. 2016-May 2017 CNA page 10</p> | 2 | Administration Teachers | <p>Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans</p> <p>Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS STAAR 3rd grade</p> | | | | |
| Funding Sources: State Compensatory - \$7000.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>3) Content based subscriptions, resources (computer software, literature, STAAR practices, visual materials, novels fiction/nonfiction) and materials (paper) will be provided based on at-risk students' needs in order to improve STAAR results in the areas of reading, math, writing and science. In order to ensure effective use of curriculum resources, a consultant will be made available at the campus. *Living with Science and *Edu Smart for Science</p> <p>Population - All students, At-Risk Students Timeline - August 2016 - May 2017 CNA page 10 and 22</p> | 2, 9 | Administration Teachers TST | <p>Formative: Benchmark Scores, lesson Plans and Student Progress Reports</p> <p>Summative: STAAR</p> | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>4) Through Fluency Checks, all students 3 yr. old-5th grade will be regularly assessed with valid and reliable measures of automatized decoding and passage comprehension in order to develop language usage and to improve proficiency. Population - Pk-5th grade students Timeline - August 2016 - May 2017 CNA page 10</p> | | Administrators Teachers | <p>Formative: Fluency (WPM)</p> <p>Summative: Fluency level TPRI Tejas LEE Report Cards</p> | | | | |

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| <p>5) Pre-K-5th Grade teachers, including special education, will implement BISD's plan, so that all bilingual students are taught by a certified bilingual teacher in developmentally appropriate second language acquisition classroom. (SIOP, ELPS). Population - All bilingual students Timeline - August 2016 - May 2017 CNA page 10</p> | 2 | Personnel Bilingual Teachers Administrators | Formative: REACH ESL assessments Summative: TPRI, Tejas LEE, Report Card, Benchmarks STAAR | | | | |
| Funding Sources: State Bilingual - \$4000.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success. * All interventions should be scientifically research based. * Documentation of interventions and progress monitoring * Use data to identify need * Review student outcome data to evaluate * REVIEW 360 Population - All students Timeline - August 2016 - May 2017 CNA page 10 and 16</p> | | Administration Counselors CLC Teacher s | Formative: BOY, MOY, EOY, AEIS Results, CIRCLE Phonological Awareness Lang. Learning System (CPALLS), Benchmark Summative: Report Cards, Benchmark Scores, IEP\u2019s, STAAR scores | | | | |
| <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>7) Teachers will meet every six weeks for planning and preparation to ensure that students needs are met. In addition to their weekly grade level meeting. The teachers will meet twice a year for Vertical Alignment. **Longhorn Planning Population - Teachers Timeline - Every six weeks CNA page 10, 12 and 16</p> | 5 | Administration Teachers | FORMATIVE: Adm. Observations Lesson Plans Walk-Throughs SUMMATIVE: CPALLS / TPRI STAAR Scores TELPAS/PBMAS AYP/AMAO\u2019s | | | | |

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| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) 3 year old-5th grade teachers will implement and follow BISD curriculum in order for students to master the TEKs. They will analyze 2014-2015 STAAR results in order to formulate needs assessment. Teachers will plan for instruction and use a school wide lesson plan and a master schedule would be improve in order to have an effective lesson delivery using research based resources. Administration will closely monitor teaching is at a high level of Bloom's Taxonomy.</p> <p>Population - All students Timeline - August 2016 - May 2017 CNA page 10 , 16 and 20</p> | 2 | Teachers Administration Testing coordinator BISD Data Team | Formative: AEIS report, STAAR results Summative: STAAR Results, benchmarks | | | | |
| <p>Funding Sources: State Compensatory - \$17700.00, State Compensatory - \$300.00, State Compensatory - \$1450.00, Local - \$615.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) All 3rd-5th Grade students will be tested using Districts Benchmark tests provided by the Assessment and Curriculum Department. School wide assessment will also be implemented using supplemental instruction material that supports the curriculum. This will be done in order to monitor the students progress and readiness.</p> <p>Population - 3rd - 5th grade students Timeline - October 2016 and April 2017 CNA page 10 and 16</p> | 1, 8 | Administration Teachers | Formative: Benchmark Results Summative: STAAR Results | | | | |
| <p>10) Special Education teachers for Inclusion, Resource and Life Skills will received professional development and information needed to provide services for all students as per students IEP. Resources and materials to accomplish these goals will be provided. Teachers will monitor IEP and student's schedule to make sure they are in compliance.</p> <p>Population - Special Education Timeline - August 2016 - May 2017 CNA 10 and 16</p> | | Inclusion Teacher Reg. Ed. Teacher Administration | Formative: Walkthroughs, Lesson Plans, Progress Reports Summative: STAAR Results, EOY | | | | |
| <p>Funding Sources: SPED - \$468.01, SPED - \$1000.00, SPED - \$619.00</p> | | | | | | | |
| <p>11) 3rd-5th grade students, will participate in Campus Science Fair in order to select projects for District Science Fair. Kinder -2nd grade will display a Science Experiment Boad during our Campus Science Fair.</p> <p>Population - 3rd - 5th grade Timeline - November 2016</p> | | Teachers Administration | Formative: Scientific Method Introductions Summative: District Science Fair Participant's list | | | | |


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| 12) All PK-5th grade students will participate in Kids Voting USA as they learn about being an active citizen by exercising their right and privilege to vote. Population - All students Timeline - November 2016 | | Teachers Administration | Formative: Lesson Plans, Walkthroughs, Observations Summative: Printout of students participating | | | | |
| Federal System Safeguard Strategy 13) Pre-K -5th grade teachers, including Special Education and special programs, will be trained on CATCH program in order to be in compliance with the requirements of Senate Bill 530 effective 9/1/07. Population - All teachers Timeline - August 2016 - May 2017 | | CATCH committee chair person | Formative: Monthly meeting updates Summative: Monthly activities from CATCH Program | | | | |
| 14) Puberty curriculum will be introduced for students in 4th and 5th Grade in order to maintain a healthy lifestyle and to promote health and wellness. Population - 4th and 5th grade students Timeline - April 2017-May 2017 | | Nurse Administration Parents Teachers | Formative: Curriculum Activities Summative: Student learning Progress | | | | |
| 15) PE coaches will attend monthly meetings in order to integrate PE TEKS with curriculum and assess the Fitness Gram. Population - PE Coaches Timeline - August 2016 - May 2017 | | Coaches Administration | Formative: Observations Summative: Gym Activities Results of Fitness Gram | | | | |
| 16) El Jardin Elementary will implement a Three Yr. Old Program. Classroom will be provided with materials for instruction, activities and learning centers. This will improve and enhance a high quality instruction and attendance to all students and will prepare them for the PK curriculum. Teachers will attend trainings, staff development and campus grade level meetings in order to effectively increase readiness in Reading and Math. Population - 3 year old students Timeline - August 2016 - May 2017 CNA page 9 | 1 | Administration 3 yr old teacher Federal Programs Department Personnel | FORMATIVE: Lesson Plans Walk-throughs Developmental Check List Pre-Test SUMMATIVE: Developmental Check List Post-Test | | | | |
| Funding Sources: Title I-A - \$625.00 | | | | | | | |
| Critical Success Factors CSF 2 17) El Jardin Elementary will continue to recruit and recommend Highly Qualified Teachers and paraprofessionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction in all academic areas. BISD Strategies will continue to be used such as stipends and insurance. Population - All Students Timeline - August 2016 - May 2017 CNA page 14 | 5 | Administration Teachers | FORMATIVE: Lesson Plans Walk-throughs Progress Reports Report Cards (Six Weeks) SUMMATIVE: STAAR Scores PBMAS Report AMAOs Report Meeting AYP | | | | |
| Funding Sources: Local - \$2600.00 | | | | | | | |

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| <p>18) All students that are independent readers will participate in the Accelerated Reading Program in order to increase reading comprehension. Students who reach their goals will be receiving incentives during the school year.</p> <p>*Classroom Computers *Library books Population - All students Timeline - Daily</p> | 10 | <p>Administration Teachers Librarian TST Computer Aide</p> | <p>FORMATIVE: Log of Access SUMMATIVE: STAR & AR Results / PBMAS TELPAS/AMAOS TPRI STAAR AYP Results</p> | | | | |
| <p>19) Ensure that El Jardin provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. Head Start Transitioning Activities/Summer Bridge Programs Population - PK students Timeline - Summer 2017 CNA 10 and 16</p> | 7 | Administration | <p>FORMATIVE: Lesson Plans Walk-throughs SUMMATIVE: CPALLS/TPRI</p> | | | | |
| <p>20) El Jardin Elementary will hire bilingual teachers to serve the needs of our bilingual students in all academic areas according to guidelines. Population Pk- 5th grade bilingual Timeline - August 2016-2017 CNA 14</p> | | <p>Bilingual Teachers LPAC Administration</p> | <p>Formative: ELL Writing Portfolios Summative: BOY/MOY/EOY TELPAS PBMAS STAAR</p> | | | | |
| <p>21) The CIP will be posted on the Plan4Learning website and will include SBDM Committee members, the ten components of the schoolwide Program Plan, a CNA, and budgets and FTE's.</p> | | Administration | <p>Formative: CIP Summative: Assessment reports</p> | | | | |
| <p>22) El Jardin elementary will make sure that spending targets are met according to guidelines.</p> | | <p>Administration Secretary Finance Department</p> | <p>Formative: BISD Audits End of Year Clearance Summative: BOY/MOY/MOY/ TELPAS/ PBMAS/ STAAR</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, college/career ready, and are responsible, independent citizens.

Performance Objective 2: GT students will be encouraged and challenged to meet their full educational potential. 90% of the GT students will meet Level III on the STAAR assessment






Summative Evaluation: STAAR results

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|----------------------------------|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| 1) El Jardin Elementary will increase the percent of students qualifying to GT by having teachers in 1st -5h grade nominate students from their classroom. Population - All students Timeline - 1st semester CNA page 7 | 1 | Administration Teachers | Formative Student Identification Summative Student nominations | | | | |
| 2) GT students will be exposed to community events and also have a chance to represent El Jardin Elementary during "Brainsville Invention Convention". Population - GT Students | 1 | GT Teachers | Formative Entry Forms Summative Sign in | | | | |
| Funding Sources: Advanced Academics - \$100.00, Advanced Academics - \$324.00 | | | | | | | |
| 3) El Jardin will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses. Students will have opportunities to learn and interact all together on an educational day. Population: Gt students Timeline: April 2016 | | Administration Counselors | Formative Lesson Plans Summative STAAR scores | | | | |
| Funding Sources: Local - \$424.00 | | | | | | | |
| Critical Success Factors CSF 2 | | Teachers Administration | Formative Staff Development SRN# Summative ERO | | | | |
| 4) El Jardin Elementary will ascertain that teachers with GT students complete their 30 GT core hours and acquire GT Certification | | | | | | | |
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Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

Performance Objective 1: Students will be encourage and challenge to meet their full potential in the area of fine arts; included but not limited to visual, expressive, and all genres in the field of the arts and accomplishing 90% on Level II.

Summative Evaluation: Students participate in the different fine arts opportunities provided at the elementary level. (PDAS Evaluation, Job Description, ERO Session evaluations)

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| 1) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn Fine Arts skills. In addition, El Jardin students in grades 3rd-5th will be able to participate in choir in order to experience music performance. Population - Pre-Kinder - 5th grade students. Timeline August 2016 - May 2017 CNA page 20 | 1 | Teachers Administration Fine Arts Teacher | Formative: participation Summative: grades, participation | | | | |
| 2) Students will be encouraged to participate in UIL Music and Art Memory competitions. Population - 4th and 5th grade students Timeline August 2014 - December 2016 CNA page 20 | | Administration Music teacher/UIL Coach | Formative: UIL participation Summative: grades, UIL results | | | | |
| 3) 5th grade students will be encourage to participate in Ballroom, Band or Choir. Population - 5th grade students Timeline Aug. 2016-2017 CNA page 20 | | Music teacher, administration and ballroom teachers | Formative: Participation Summative: participation in competition | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |






Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: El Jardin Elementary will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk Student Attendance Rate by 10%.

Summative Evaluation: STAAR At-Risk Students Attendance Rate and Retention Rate

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) Classify and code At-Risk students by criteria in order to provide appropriate classroom placements and appropriate intervention strategies. Population - All Students, AT-Risk Students Timeline - August 2016 - May 2017</p> | | <p>Administrators Counselors Teachers Data Management Clerk Administrator for State Compensatory Education</p> | <p>Formative: District and Campus Benchmark Scores Student Progress Report Cards Summative: EOY Student Passing EOY Assessment Scores STAAR Six Weeks Report Card</p> | | | | |
| <p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Research based professional development and turn around trainings will be provided for faculty and staff in order to improve At-risk student achievement and to ascertain that the percentage of Special Education student referrals is below the state average. Population -Teachers Timeline - August 2016- May 2017 CNA page 10, 14 and 16</p> | 4, 9 | <p>Campus Administration Administrator for State Compensatory Education</p> | <p>Formative: ERO Session Evaluation Report ERO Session Attendance Report Lesson Plans District and Campus Benchmark Scores Teacher Observations Student Progress Report Cards Summative: BOY, MOY, EOY Assessment Scores STAAR Scores</p> | | | | |


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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Provide tutorials, SSI tutorials, Special Education tutorials, Extended Day and remediation strategies in the core subjects for all students including low-performing and At Risk students in order to educate, support and encourage students to stay in school and acquire an education. This tutorial program will help close the gap between at-risk and non-at-risk students in all sub populations. Population - Special Education students, At-Risk students, Title 1 students Timeline - September 2016 April 2017 CNA page 10</p> | 3, 9 | Administrators CLC Teachers Administrator for State Compensatory Education | Formative: eSchool Plus generated tutorial schedule Tutorial attendance report/tutorial lesson plans/classroom observations TANGO BOY, MOY, EOY TPRI, Tejas LEE, BOY, MOY STAAR Results Benchmarks Grades Summative: EOY TPRI, Tejas LEE, STAAR Results AMAOS | | | | |
| Funding Sources: Federal Career and Technical Education - \$31330.00, State Compensatory - \$31433.00 | | | | | | | |
| <p>4) A Pre-Kinder Program will be provided in order to better prepare qualified students academically. Pre Kinder will follow the BISD adopted CIRCLE curriculum activities in order to assist and monitor students having difficulty in phonemic awareness in order to assist with reading in the future. The teacher will monitor student progress by using CPALLS. Population - Pre Kinder students, At-Risk students Timeline - August 2016 - May 2017</p> | 3 | Administration Special Programs Admin. Federal Programs Admin. Administrator for State Compensatory Education | Formative: eSchools Plus master schedule/teacher lesson plans Benchmark Scores Teacher 3 FTE Observations Student Progress Report Cards Summative: EOY Student Passing EOY Assessment Scores | | | | |
| <p>5) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. El Jardin Elementary will establish that all Homeless letters are on file. Population - All students, At-Risk Students Timeline - August 2016 - May 2017</p> | 10 | Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs | FORMATIVE: ERO Session Evaluation Report ERO session attendance report SUMMATIVE: STAAR scores | | | | |
| <p>6) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population - At Risk Students Timeline - August 2016 - May 2017</p> | 10 | Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs Nurse | FORMATIVE: Student Progress Reports Benchmark Scores SUMMATIVE: STAAR scores | | | | |

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|--|----|--|--|--|--|--|--|
| <p>7) Ensure that our campus has a process in place to identify and allow students to enroll in school immediately, even if lacking documentation. Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act. Population - At-Risk students Timeline - August 2016 - May 2017</p> | 10 | <p>Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> | <p>FORMATIVE: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Reports SUMMATIVE: STAAR</p> | | | | |
| <p>8) El Jardin Elementary LPAC members will ensure that bilingual personnel identifies, places and monitors bilingual students with Highly Qualified Teachers to ensure student achievement.</p> | | <p>Administration PEIMS Management Clerk LPAC members</p> | <p>Formative: eSchools Plus master schedule LPAC minutes Summative: eSchool Plus reports</p> | | | | |
| <p>9) El Jardin Elementary will be provided with a TPTR teacher to offer and assist instruction to at-risk students in order to improve student achievement. Population: 5th grade students Timeline: August 2016 - June 2017 (Daily)</p> | 3 | <p>Administration Administrator for Special Programs</p> | <p>FORMATIVE: eSchool plus master schedule lesson plans, classroom observations Student's progress reports Benchmark scores SUMMATIVE: STAAR scores</p> | | | | |
| <p>10) El Jardin Elementary will ascertain that Job Descriptions for SCE funded personnel are on file.</p> | | <p>Administration</p> | <p>FORMATIVE: BISD Audit Summative: End of year clearance</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Students at El Jardin Elementary will be taught through college preparedness activities to encourage higher learning participation and increase STAAR performance by 20%

Summative Evaluation: STAAR results and lesson plans

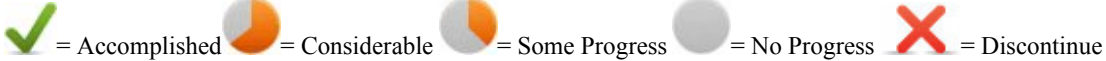
| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| 1) Faculty and Staff will work together to provide all students with University Experiences in which the students can become aware of the different options they have to pursue a higher education *University Day* Population - Staff Timeline - August 2016 - May 2017. | | Administration Teacher Counselors | Formative: Letter to Parents Summative: Student Participation in School Activities | | | | |
| 2) Through Career Day students will be exposed to different careers thus enabling students to make decisions about their future course of study. Population - 5th grade students Timeline - November 2016 | | Administration Teachers Counselors | Formative: Sign in sheet Summative: Grades | | | | |
|  | | | | | | | |

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Increase the student attendance rate to 97.5%.

Summative Evaluation: TAPR Report

Attendance Rates through use of District Attendance Monitoring






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 4</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management included in campus Improvement Plan. Ensure that campus student attendance meets District and State mandates so that students meet their full educational potential. Population - Campus Staff Timeline - August 2016 - May 2017 CNA Page 6</p> | 1 | Administration | <p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Data Management Clerk Parent Liaison Teachers</p> <p>Summative: Campus Report Card</p> | | | | |
| <p>2) Pre-K-5th grade students, including special education, will be eligible to receive perfect attendance awards in order to increase attendance every six weeks. Populations - All students Timeline - Every six weeks CNA page 6</p> | 1 | Administration Teachers Counselors | <p>Formative: Eschools Attendance Log Summative: Attendance Reports</p> | | | | |
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Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals will be reduced at El Jardin Elementary School by 20% from 2013-2014.

Summative Evaluation: End of year Discipline Reports from eSchools.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) Discipline Training will be provided:</p> <p>(a) In order to effectively handle classroom discipline for all students so that school suspensions (ISS and OSS) and discretionary removals are used as a last resort in order to meet state requirements</p> <p>(b) assure all students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>(c) effectively document classroom discipline</p> <p>Population - Administration and Teachers Timeline - August 2016 - May 2017 CNA page 12, 20</p> | 4 | Principal Assistant Principals Counselors BISD Personnel | Formative: Agenda Sign-in sheets Summative: ERO PEIMS Discipline Report | | | | |
| Funding Sources: Local - \$3200.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 7</p> <p>2) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse f.) Response to Intervention (RtI) Model for behavior research based interventions In order to assure that staff will recognize and address the issue, as a preventive measure. Population - Staff members Timeline - August 2016 - May 2017 CNA page 12</p> | 4 | Administrators, Counselors, Professional Development, Behavioral Specialists RTI Specialist | Formative: Attendance Roster, Professional Development Summative: Evaluation, PEIMS Discipline Reports ERO | | | | |
| <p>3) Security Officer(s) will be placed and assigned at campus throughout the year. Gang Awareness, Bullying, Internet Safety, Gun Safety, Team (CERT), Truancy, Emergency Operations Plan-Safety Procedures will be provided as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and Staff. Population - Administration Timeline - August 2016 - May 2017</p> | | Administrators Counselor BISD Police and Security Services | Formative Sign-In Sheets (FTE) Summative: Campus Report Card | | | | |
| <p>4) Administration will ensure that campus counselors provide individual and group counseling sessions in basis in order to ensure that students needs are addressed. Pre-K-5th Grade students and teachers, including special education, will participate in conflict resolution and discipline strategies training in order to ensure that students' needs are addressed. Population - All students Timeline - August 2016 - May 2017</p> | | Administration Counselors BISD Personnel | Formative: Student sign in sheets Counselor logs Summative: Campus Report Card | | | | |
| <p>5) Nurses will be assigned at El Jardin Elementary throughout the year. Nurses will address students health needs. Population - All students Timeline - Daily</p> | | Administration Health Department | Formative: Nurses daily log Summative: EOY clearance | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |






Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents at El Jardin Elementary involved in campus parental involvement activities during each school year

Summative Evaluation: End of year reports from parental involvement and sign in logs. Title I- A Parental Involvement check list

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">Critical Success Factors CSF 5</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement. Population - Administration/Parents Timeline - August 2016</p> | 6 | Administration Parent Liaison Teachers | Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct an Annual Title I meeting to inform parents of services provided through Title I funds. Population - Parents Timeline - September 2016 CNA page 18</p> | 6 | Administration Parent Liaison Trainer Teachers | Formative: District and Campus Parental Involvement Policy Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals | | | | |
| <p>3) El Jardin Elementary will have a Fall and Spring Open House. Population - Parents, Students, Staff Timeline - 1st and 2nd semester CNA page 18</p> | 6 | Teachers Administration Parent Liaison | Formative: Agendas, Sign-in Sheets, Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals | | | | |

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|---|---|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>4) Parent Liaison ensure that the Parent Center at our campus operates efficiently. Home visits will be conducted in order to ensure correct student address and address attendance issues with parents. The campus will have a Title I-A Parental Involvement Compliance Binder in place and updated. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings trainings.</p> <p>Population - All students Timeline - August 2016 - May 2017 CNA page 7</p> | 6 | Administration Parent Liaison | Formative: Monthly Contact Log, Job Description Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log | | | | |
| | | | Funding Sources: Local - \$100.00 | | | | |
| <p>5) Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <ul style="list-style-type: none"> *Early Childhood Reading Strategies *Effective teaching strategies *Health Education-Families in Training *Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.) *Building Capacity *Drop-Out and Violence Prevention-New Horizons *Community agencies/organizations <p>Population - Parents Timeline - August 2016 - May 2017 CNA page 12 and 18</p> | 6 | Administration Parents Parent Liaison Parent Liaison Trainer Curriculum and Instruction Specialists | Formative: Agendas, Sign-in Sheets, Minutes, Conference Evaluations Summative: Composite of End of Year Survey, Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals | | | | |
| <p>6) Through the use of the School Messenger Program, communication with parents in a timely and effective manner on any emergency situation, communication between campus and parents will take place.</p> <p>Population - Administration/ Parents Timeline - August 2016 - May 2017 CNA page 18</p> | 6 | Administration Parent Liaison Teachers | Formative: Parent Surveys Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals EOY Reports | | | | |

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|---|---|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 5</p> <p>7) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts. Population - Parents Timeline - March-April 2017 CNA page 18</p> | 6 | Administration Parent Liaison Teachers Parent Liaison Trainer | Formative: Monthly Contact Log Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |






Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full education potential. 90% of El Jardin Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Summative Evaluation: Migrant reports

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>1) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population - teachers and administration Timeline - August 2016 - May 2017</p> | 1, 9 | <p>Campus Principals Elementary Teachers Migrant Funded: Teacher .25 FTEs MSC</p> | <p>Formative: Lesson Plans Increased academic performance on state assessments Summative: Assessment results EOY Increased passing rate</p> | | | | |
| <p>2) All migrant students will receive grade appropriate educational supplies, resources, hygiene products and clothing in order to provide them with the necessary tools to meet attendance goals and complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Population - Migrant students Timeline - December 2016 CNA page 10</p> | | <p>Migrant teacher Administration Teachers Secretary</p> | <p>Formative: Lesson Plans, Walkthroughs Summative: Class Rosters/Attendance for Tutorials</p> | | | | |
| <p>3) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population - PFS students Timeline - August 2016 - May 2017 CNA page 10</p> | | <p>Administration Teachers Migrant Teacher Secretary</p> | <p>Formative: List of Needed Materials/Resources Summative: Purchase Order</p> | | | | |


| | | | | | | | |
|---|---|--|---|--|--|--|--|
| <p>4) In order to increase awareness of migrant student academic needs, El Jardin faculty and staff will be provided with appropriate migrant data from campus, district and state assessments so that timely and appropriate interventions are provided and to accommodate appropriate supplemental instructional opportunities for correct placement purposes. Population - Migrant students and Teachers Timeline - August 2016 - May 2017</p> | 9 | <p>Administration Migrant Teacher Teachers Data Management Clerk</p> | <p>Formative: Benchmark Results</p> <p>Summative: STAR Test Results</p> | | | | |
| <p>5) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner. Population - Migrant students Timeline - August 2016 - May 2017</p> | | <p>Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC</p> | <p>Formative: Sign in</p> <p>Summative: PBMAS Report Correctly coded migrants on NGS</p> | | | | |
| <p>6) A Priority for Services (PFS) Plan of Action will be developed and included into the District's Improvement Plan as a separate section labeled "Migrant PFS Action Plan Section as required by the Texas Migrant Program. Population - Migrant students Timeline - August 2016</p> | | <p>MSC DMC</p> | <p>Formative: Sign in</p> <p>Summative: Increased positive outcomes on all activities on PFS Action</p> | | | | |
| <p>7) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population - Migrant students Timeline - August 2016 - May 2017</p> | | <p>Special Programs Administrator Campus Principals Recruiters Migrant Lead Clerk MSC</p> | <p>Formative: Increase enrollment into 3-year-old program</p> <p>Summative: Enrollment report</p> | | | | |
| <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population - Migrant Parents Timeline - August 2016 - May 2017</p> | | <p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p> | <p>Formative: Sign In</p> <p>Summative: Academic success for all PK-2nd grade students EOY Promotion Rate Awareness sessions attendance</p> | | | | |
| <p>9) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population - Migrant 1st grade students Timeline - August 2016 - May 2017</p> | | <p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher .25 FTE DM Counselor</p> | <p>Formative: Progress monitor reports Migrant Teacher's lesson plans</p> <p>Summative: Report Cards</p> | | | | |

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|--|---|---|--|--|--|--|--|
| <p>10) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population - Migrant Students Timeline - August 2016- May 2017</p> | | <p>Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC</p> | <p>Formative: Enrollment Reports Summative: Increased promotion rates & test performance</p> | | | | |
| <p>11) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population - Migrant students Timeline - September 2016 - May 2017</p> | 9 | <p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p> | <p>Formative: Enrollment Summative: Increase promotion rates & test performance</p> | | | | |
| <p>12) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population - Migrant students and parents Timeline - May 2017</p> | | <p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p> | <p>Formative: Survey Summative: Increase on- time graduation Survey Monkey on- line</p> | | | | |
| <p>13) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS and Migrant Students Timeline: March 2017</p> | 9 | <p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p> | <p>Formative: Lesson Plans Summative: STAARS Scores for PFS students</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: El Jardin Elementary will be at an Advance Technology Level in all four key areas of the Star Chart Report

Summative Evaluation: TEKS Star Chart Survey and results

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| 1) Training will be provided for all teachers in the use of technology and computer programs in order to provide students with an opportunity to learn content objectives through technology during regular class time and tutorials Population - August 2016 - May 2017 CNA page 22 | | Administration Title I Technology Support Teacher Teachers BISD Personnel | Formative: Agendas Summative: Sign-in sheets, teachers modeling proper use of all programs Use in classroom on a daily/weekly basis | | | | |
| 2) All Pre-Kinder-5th grade students will be scheduled for computer lab with the campus TST Teacher, in order to increase their knowledge and use of technology skills during regular school day and tutorials. Students will be taught word processing, Excel, internet usage, and reading, math, science and writing STAAR objectives during their computer class time. In addition, they will also practice technology skills and learn command of the keyboard through the use of the internet. Population - All students Timeline - August 2016 -May 2017 CNA page 10, 18 and 22 | 1, 2 | PK-5th grade, Sp. Ed. and Sp. Program teachers TST Administration | Formative: Trainings, Agendas, six weeks Summative: Report Cards STAAR Scores | | | | |
| Funding Sources: State Compensatory - \$2752.00 | | | | | | | |
| 3) All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state. Population - Teachers and administration Timeline - August 2016 - May 2017 | | PK-5th grade, Sp. Ed. and Sp. Program teachers Administration TST | Formative: Trainings, Agendas Summative: Sign-in sheets, Completed surveys | | | | |
| 4) The school campus will purchase tablets, laptops, notebooks, televisions, headphones, computers, ELMOS, projectors, smart boards software, and online services which fit campus specific needs for students to provide support in the core content areas in order to improve student performance. Population - Administration Timeline - August 2016 - May 2017 CNA page 22 | 10 | Administration TST Teachers | Formative: Sign-in sheets, teachers modeling use of all programs, use in classrooms on a daily/weekly basis Summative: STAAR Scores | | | | |
|  | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 2 | Teachers in Pre-Kinder through third grade will implement phonemic awareness strategies in order to improve TPRI Tejas LEE scores. Pre-K- 3rd Grade teachers, including special education, will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement. Population - All students Timeline - Aug. 2016-May 2017 CNA page 10 |
| 1 | 1 | 3 | Content based subscriptions, resources (computer software, literature, STAAR practices, visual materials, novels fiction/nonfiction) and materials (paper) will be provided based on at-risk students' needs in order to improve STAAR results in the areas of reading, math, writing and science. In order to ensure effective use of curriculum resources, a consultant will be made available at the campus. *Living with Science and *Edu Smart for Science Population - All students, At-Risk Students Timeline - August 2016 - May 2017 CNA page 10 and 22 |
| 1 | 1 | 4 | Through Fluency Checks, all students 3 yr. old-5th grade will be regularly assessed with valid and reliable measures of automatized decoding and passage comprehension in order to develop language usage and to improve proficiency. Population - Pk-5th grade students Timeline - August 2016 - May 2017 CNA page 10 |
| 1 | 1 | 6 | Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success. * All interventions should be scientifically research based. * Documentation of interventions and progress monitoring * Use data to identify need * Review student outcome data to evaluate * REVIEW 360 Population - All students Timeline - August 2016 - May 2017 CNA page 10 and 16 |
| 1 | 1 | 8 | 3 year old-5th grade teachers will implement and follow BISD curriculum in order for students to master the TEKs. They will analyze 2014-2015 STAAR results in order to formulate needs assessment. Teachers will plan for instruction and use a school wide lesson plan and a master schedule would be improve in order to have an effective lesson delivery using research based resources. Administration will closely monitor teaching is at a high level of Bloom's Taxonomy. Population - All students Timeline - August 2016 - May 2017 CNA page 10 , 16 and 20 |
| 1 | 1 | 9 | All 3rd-5th Grade students will be tested using Districts Benchmark tests provided by the Assessment and Curriculum Department. School wide assessment will also be implemented using supplemental instruction material that supports the curriculum. This will be done in order to monitor the students progress and readiness. Population - 3rd - 5th grade students Timeline - October 2016 and April 2017 CNA page 10 and 16 |
| 3 | 1 | 2 | Research based professional development and turn around trainings will be provided for faculty and staff in order to improve At-risk student achievement and to ascertain that the percentage of Special Education student referrals is below the state average. Population -Teachers Timeline - August 2016- May 2017 CNA page 10, 14 and 16 |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 3 | 1 | 3 | Provide tutorials, SSI tutorials, Special Education tutorials, Extended Day and remediation strategies in the core subjects for all students including low-performing and At Risk students in order to educate, support and encourage students to stay in school and acquire an education. This tutorial program will help close the gap between at-risk and non-at-risk students in all sub populations. Population - Special Education students, At-Risk students, Title 1 students Timeline - September 2016 April 2017 CNA page 10 |
| 4 | 2 | 1 | Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management included in campus Improvement Plan. Ensure that campus student attendance meets District and State mandates so that students meet their full educational potential. Population - Campus Staff Timeline - August 2016 - May 2017 CNA Page 6 |

Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Professional Development in the areas below will be provided and attended by all highly-qualify teachers in order to implement them in their classrooms. *ELPS * Language Arts, Math, Science and Social Studies. * DOK * Research based interventions activities for RTI * 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum * ELAR/SLAR (English/Spanish Language Arts & Reading)TEKS * SIOP, ELPS and TELPAS Trainings in order to effectively use strategies for ELL students. Population - All staff members Timeline - August 2016-May 2017 CNA page 10, 14 and 16 |
| 1 | 1 | 2 | Teachers in Pre-Kinder through third grade will implement phonemic awareness strategies in order to improve TPRI Tejas LEE scores. Pre-K- 3rd Grade teachers, including special education, will be trained in Language Enrichment and Reading Readiness in order to guide planning for student improvement. Population - All students Timeline - Aug. 2016-May 2017 CNA page 10 |
| 1 | 1 | 3 | Content based subscriptions, resources (computer software, literature, STAAR practices, visual materials, novels fiction/nonfiction) and materials (paper) will be provided based on at-risk students' needs in order to improve STAAR results in the areas of reading, math, writing and science. In order to ensure effective use of curriculum resources, a consultant will be made available at the campus. *Living with Science and *Edu Smart for Science Population - All students, At-Risk Students Timeline - August 2016 - May 2017 CNA page 10 and 22 |
| 1 | 1 | 8 | 3 year old-5th grade teachers will implement and follow BISSD curriculum in order for students to master the TEKs. They will analyze 2014-2015 STAAR results in order to formulate needs assessment. Teachers will plan for instruction and use a school wide lesson plan and a master schedule would be improve in order to have an effective lesson delivery using research based resources. Administration will closely monitor teaching is at a high level of Bloom's Taxonomy. Population - All students Timeline - August 2016 - May 2017 CNA page 10 , 16 and 20 |
| 1 | 1 | 13 | Pre-K -5th grade teachers, including Special Education and special programs, will be trained on CATCH program in order to be in compliance with the requirements of Senate Bill 530 effective 9/1/07. Population - All teachers Timeline - August 2016 - May 2017 |

State Compensatory

Budget for El Jardin Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6112-00-105-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$12,000.00 |
| 162-11-6118-00-105-Y-24-SSI-Y | 6118 Extra Duty Stipend - Locally Defined | \$8,222.00 |
| 162-11-6118-00-105-Y-30-ASP-Y | 6118 Extra Duty Stipend - Locally Defined | \$31,433.00 |
| 162-11-6119-00-105-Y-34-PKK-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$70,049.00 |
| 162-13-6119-31-105-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$70,991.00 |
| 6100 Subtotal: | | \$192,695.00 |
| 6200 Professional and Contracted Services | | |
| 162-11-6249-00-105-Y-30-000-Y | 6216 Professional Services - Locally Defined | \$3,000.00 |
| 6200 Subtotal: | | \$3,000.00 |
| 6300 Supplies and Services | | |
| 162-11-6396-00-105-Y-30-000-Y | 6396 Supplies and Materials - Locally Defined | \$7,000.00 |
| 162-11-6399-00-105-Y-30-000-Y | 6399 General Supplies | \$18,000.00 |
| 162-11-6399-62-105-Y-30-000-Y | 6399 General Supplies | \$2,752.00 |
| 6300 Subtotal: | | \$27,752.00 |
| 6600 Capital Outlay Accounts | | |
| 162-11-6649-62-105-Y-30-000-Y | 6649 Capital Assets - Locally Defined | \$3,000.00 |
| 6600 Subtotal: | | \$3,000.00 |

Personnel for El Jardin Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------|--------------------|------------|
| Carmen Urbina | PK Teacher | State Compensatory | 1 |
| David Gomez | PK Teacher | State Compensatory | 1 |
| Laura L. Trevino | Dean of Instruction | State Compensatory | 1 |
| Porfirio De Leon | PK Teacher | State Compensatory | 1 |

Title I

Schoolwide Program Plan

El Jardin

Elementary School wide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

El Jardin Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pages 4-23) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the commended performance level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards.

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of academic performance, use effective methods of instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial and Saturday Tutorials enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and are designed to implement the State and local improvement plans. State Comp. allocations will be used toward After school and Saturday Tutorial to improve student achievement. Tier instruction will be used during daily instruction will pull out of small group being used for Tier II and Tier III instruction.

Start by teaching the Texas Essential Knowledge Skills, teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at El Jardin Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. In addition, based the committee's observation, all academic areas of concern in order to achieve 90% mastery and expand the commended performance levels. The goal of the school is to increase the percentage of combined commended performance of all students in the areas of reading, math, writing, and science.

Highly-qualified teachers will carry out the instructional program.(G1-1-19) Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are trained and experienced and have been successful in previous assignments.

The school will provide access to high-quality and ongoing professional development (G1-1-1) throughout the school year for all staff including teachers, administrators and paraprofessionals. Professional development activities will be geared to individual teacher's specialities, along with any other identified needs as determined by the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. The professional development needs for the campus are determined by the following factors: STAAR test results, AEIS reports, Campus Report Card, B.I.S.D. Curriculum Department, their Curriculum Specialists, and through feedback based from the faculty survey. The school principal, and campus staff members, proceed to implement the state wide CSCOPE curriculum; with high-quality and research-based staff development. The principal and facilitator determine the selection of the participants who will benefit and who will attend the in-service sessions. Teachers attending certain staff development sessions share the information with the rest of the faculty via grade level meetings or during faculty meetings after school. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the instructional facilitator. The classroom program observations conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted.

Strategies to attract highly-qualified teachers to high needs school will be implemented. School's collaboration with the district's human resource department to ensure highly qualified applicants are interviewed for vacancies. (G1-1-19)

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. (G7-1- 1 and 6) Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and number of parent volunteer will increase with new program and trainings available to parents.

An orientation for preschool children from Head Start to assist with the transition to El Jardin Elementary will be held annually in the spring (G1-1-21). 5th grade students and their parents will also be assisted with the transition into middle school. In addition, a tour will be scheduled in the spring at Lucio Middle

school for 5th grade students to become familiar and experience the middle school.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. (G1-1-2,3,5 and 8) Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. (G3-1-3) All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students who are considered At-Risk or are low performing will be monitored and be provided with Tier I, RTI interventions as needed. Identified on struggling students are referred to the school facilitator and counselor and Tier II interventions are provided as needed.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. (G1-1-3) Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the 212 Migrant funds, a Migrant Student Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. PFS Migrant Students will be provided with additional school supplies such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. All Migrant Students will receive grade appropriate school supplies.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual Funds are also used to provide after school tutorials for bilingual students. Teachers will monitor all ELL students through Aware. All teachers will have received SIOP Training and implement ELL strategies in the classroom. TELPAS results with AMAO will be shared with teaches at the start of the school year in order to identify areas of weaknesses of ELL students. All bilingual education students are provided with a strong English as a Second Language instructional program during the school day with the intent to provide early transition into the English language and to promote transition from one bilingual education coding to the next at the end of the school as per the Language Proficiency Advisory Committee recommendation. The ultimate goal is to exit all English Language Learners from the bilingual education program.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. It is the goal of the campus to identify At-Risk students who are not at grade level. The campus Dean of Instruction will closely monitor At-Risk students using the TARP Report and Aware and Tango. In order to reach student success, the Dean of Instruction will increase the amount of learning time, including after-school tutorials, summer school and/or enrichment programs. Campus, district and state assessments will be analyzed by campus administration and reviewed in order to provide an effective setting and curriculum for At-Risk students that will enable them to be successful. State Compensatory funds are primarily utilized to fund the after-school program for K-5th grade at-risk students and instructional supplies. The El Jardin Elementary Response to Intervention (RTI) process enables the teachers to provide their at-risk students with the necessary instructional interventions to monitor their academic progress during the school year.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Teachers and administrators will work closely together in planning and modifying instruction, assignments and assessments for special education students. The special education administrator will develop an inclusion schedule for each special education student based on student need. In addition, teachers and special education personnel will receive necessary training being offered by the district and region.

Ten Schoolwide Components

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|------------------------|----------------|------------|
| Anita Ortiz | Pre K Aide | Title 1 | 1 |
| Anita Zavala | Computer Aide | Title 1 | 1 |
| Eudelia Luna | Pre K Aide | Title 1 | 1 |
| Hilda Vargas | Parent Liaison | Title 1 | 1 |
| Icela De La Garza | 3yr Old Teacher | Title I | 1 |
| Melissa Ordaz | 3 yr. old Teacher Aide | Title 1 | 1 |
| Norma Hurtado | Nurse | Title I | .40 |
| Peter Daza | Technology Teacher | Title I | 1 |
| Sandra Bochas | Libray Aide | Title 1 | 1 |
| Sarita Contreras | Pre K Aide | Title 1 | 1 |

2016-2017 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------------|-----------------------------|
| Administrator | Marina Flores | Principal |
| Administrator | Hector De Leon | Assistant Principal |
| Administrator | Laura Trevino | Dean |
| Business Representative | Jesus Enrique Trevino | Colletti's |
| Classroom Teacher | Cassandra Andrews | Music teacher |
| Classroom Teacher | Peter Daza | TST |
| Classroom Teacher | Susana Fernandez | 4th grade teacher |
| Classroom Teacher | Denise Garcia | 1st grade teacher |
| Classroom Teacher | Icela De la Garza | 3 year old teacher |
| Classroom Teacher | David Gomez | PK teacher |
| Classroom Teacher | Edna Hernandez | 3rd grade teacher |
| Classroom Teacher | Zulema Hinojosa | 5th grade teacher |
| Classroom Teacher | Bella Ibarra | Kinder teacher |
| Classroom Teacher | Jeniffer Lopez | 2nd grade teacher |
| Classroom Teacher | Clara Luna | 3rd grade teacher |
| Classroom Teacher | Laura Morales | Life Skills Teacher |
| Classroom Teacher | Juan Padilla | Special Education Teacher |
| Classroom Teacher | Perla Torres | 5th grade teacher |
| Community Representative | Roberto Moreno | Retired Teacher |
| District-level Professional | Sylvia Saldana | Bilingual Lead Teacher |
| Paraprofessional | Aracely Martinez | Bilinugal Para Professional |

Campus Funding Summary

| Advanced Academics | | | | | |
|---------------------------|------------------|-----------------|---|-------------------------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Transportation | 199-11-6494-00-105-Y-21-000-Y | \$100.00 |
| 1 | 2 | 2 | Student travel and subsistence entrance fee and meals | 199-11-6412-00-105-Y-21-000-Y | \$324.00 |
| Sub-Total | | | | | \$424.00 |
| Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | stipend for teachers PD | 199-11-6117-00-105-Y-11-005-Y | \$1,150.00 |
| 1 | 1 | 1 | PD registration for Science conferance | 199-11-6411-00-105-Y-11-005-Y | \$50.00 |
| 1 | 1 | 1 | Operating costs for professional development | 199-23-6499-53-105-Y-99-000-Y | \$1,308.52 |
| 1 | 1 | 1 | Employee Travel | 199-13-6411-00-105-Y-99-000 | \$393.00 |
| 1 | 1 | 1 | Employee Travel | 199-13-6411-00-105-Y-99-000 | \$27.00 |
| 1 | 1 | 8 | PE Equipment | 199-11-6399-51-105-Y-11-000-Y | \$615.00 |
| 1 | 1 | 17 | Substitute Teachers | 199-11-6112-00-105-Y-11-000-Y | \$2,600.00 |
| 1 | 2 | 3 | Student travel and subsistence | 199-11-6399-00-105-Y-21-000-Y | \$424.00 |
| 5 | 1 | 1 | Portable Radios | 199-23-6649-65-105-Y-99-000-Y | \$3,200.00 |
| 6 | 1 | 4 | Parent Liaison Travel | 199-61-6411-00-105-Y-99-000-Y | \$100.00 |
| Sub-Total | | | | | \$9,867.52 |
| Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 16 | Supplies and Materials | 211-11-6399-00-105-Y-32-3YR-Y | \$625.00 |
| Sub-Total | | | | | \$625.00 |
| State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Copy paper | 162-11-6396-00-105-Y-30-000-Y | \$7,000.00 |
| 1 | 1 | 8 | General Supplies | 162-11-6399-00-105-Y-30-000-Y | \$17,700.00 |

| | | | | | |
|---|------------------|-----------------|-------------------------|-------------------------------|---------------|
| 1 | 1 | 8 | Media-copies | 162-11-6399-16-105-Y-30-000-Y | \$300.00 |
| 1 | 1 | 8 | LWS | 162-11-6299-62-105-Y-30-LW | \$1,450.00 |
| 3 | 1 | 3 | Extended Day | 162-11-6118-00-105-Y-30-ASP-Y | \$31,433.00 |
| 8 | 1 | 2 | computer supplies | 162-11-6399-62-105-Y-30-000-Y | \$2,752.00 |
| Sub-Total | | | | | \$60,635.00 |
| State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | General Supplies | 163-11-6399-00-105-Y-25-000-Y | \$4,000.00 |
| Sub-Total | | | | | \$4,000.00 |
| Federal Career and Technical Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 3 | Extended Day | 211-11-6118-00-105-Y-24-ASP-Y | \$31,330.00 |
| Sub-Total | | | | | \$31,330.00 |
| SPED | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 10 | General Supplies | 166-11-6399-00-105-Y-23-OP1-Y | \$468.01 |
| 1 | 1 | 10 | General Supplies | 166-11-6399-00-105-Y-23-OBO-Y | \$1,000.00 |
| 1 | 1 | 10 | Paper | 166-11-6396-00-105-Y-30-00-Y | \$619.00 |
| Sub-Total | | | | | \$2,087.01 |
| Grand Total | | | | | \$108,968.53 |